North Carolina 6-Point Lesson Plan

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| Subject: Math | Topic: Estimation and Rounding |
| Teacher: Ms. Roslyn Simmons | Date: September 30, 2010 |

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| NC Standard Course of Study Objective: |

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| **Activity** | **Description of Activities and Setting** | **Materials and Time** |
| I. Focus and Review (Establish prior knowledge) | Last class meeting we discussed place value in whole numbers and decimals. Review place value to retain memory. | 2-3 minutes; Smartboard/dry erase board/chalkboard |
| II. Statement (Inform student of objectives) | TLW: identify the difference between guessing and estimating; construct his or her own example of estimation as an extension of the story *Betcha!* By Stuart J. Murphy; demonstrate his or her knowledge of estimation and rounding by participating in “Round ‘em up” game. | 3-5 minutes |
| III. Teacher Input (Present tasks, information, and guidance) | Read the story *Betcha!* By Stuart J. Murphy and use various questions to identify the students’ various levels of understanding. Introduce rounding and estimation. Break down the rules of rounding. Highlight importance of number values that dictate whether a number should be round up or down. Provide vocabulary that will be used in an assessment of the chapter at a later time. | 5-10 minutes; Betcha by Stuart J. Murphy; |
| IV. Guided Practice (Elicit performance, provide assessment and feedback) | Together as a class the students will play a game of “Betcha I Can Round ‘em”. In the game, the students will be divided into two teams-orange and red. The teams will be asked to try and round the given value the fastest. Which ever team rounds the number in the least amount of time will yell “Betcha I Can Round ‘em” and will be given the chance to answer the question. If the answer is correct, the team will gain a point. The team that reaches 7 the fastest will win the game. | 15-20 minutes; “Betcha I Can Round em” game cards and score board; dialogue sheet; |
| V. Independent Practice -- Seatwork and Homework (Retention and transfer) | Students will estimate the amount of M&Ms in the container and write the value of a post-it note. Each student will place his or her post-it note on the board from least to greatest. The students will break up into pairs and extend the story. Each pair will be given a dialogue sheet, and each person in the pair will write a part of the dialogue. For homework the students will take home a worksheet that deals with rounding to the nearest dollars. | 10-15 minutes; post-it notes; pencil/pen; dialogue worksheet; homework sheet |
| VI. Closure (Plan for maintenance) | Students will identify the values given as to whether or not it should be rounded up or down. Indicate different situations that he or she can use estimation and rounding. | 2-3 minutes |